

**Smarter Balanced
Assessment Consortium:**
Online, Summative, Test Administration Manual
(developed for the Smarter Balanced open-source system)
Test of English Language Arts/Literacy and Mathematics



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Smarter Balanced Assessment Consortium Customer Service

The Montana Smarter Balanced assessment portal at mtsmarter.measuredprogress.org is the home for all online Smarter Balanced assessment administration information.

For questions regarding the online testing system or for additional assistance, please contact the Measured Progress Service Center at (888)792-2741 or montanahelpdesk@measuredprogress.org

The Help Desk is open Monday through Friday from 6:00 AM to 6:00 PM MT. During these hours, staff will respond promptly to calls.

The Help Desk may be contacted for situations and questions that include the following:

1. Testing environment down or unavailable; user accounts not available or users not able to administer tests;
2. Student information incorrect or missing;
3. Loading student data or student settings into Administration and Registration Tools (ART);
4. Appeals functionality in ART;
5. Preparing for online testing—downloading the secure browser, voice packs, etc.;
6. Tests showing as available to students when they log in to begin testing;
7. Password resets for State, System, and school users;
8. Settings not presenting as intended; and/or
9. Test Security incidents.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and performance task (PT) or computer adaptive test (CAT).

1.0 OVERVIEW OF THE SMARTER BALANCED ASSESSMENTS

1.1 About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a multi-state, state-led consortium that developed next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to www.smarterbalanced.org.

1.2 About the Test

The Smarter Balanced summative assessments are available in ELA/literacy and mathematics to students in grades 3–8 and 11. Each content area of the online test consists of a computer adaptive test (CAT) as well as a performance task (PT).

1.3 Test Administration Roles and Responsibilities

Users' roles and responsibilities for the test are provided in Table 1.

Table 1: User Roles in the Online Testing System (based on Field Test roles)

User Role	Description
State User (State)	<p>State Users (State) will be responsible for:</p> <ul style="list-style-type: none"> uploading, adding, and modifying student information into the Administration and Registration Tools (ART) system unless delegated to local education agencies (LEAs); adding other State Users, System Administrators (SAs), System Test Coordinators (STCs), School Test Coordinators (SCs), and Test Administrators (TAs) into ART; reviewing and resolving test security incidents as submitted by LEAs; approving appeals for resets, reopens, restores, or invalidations; and coordinating with Smarter Balanced. <p>Initial State User assignment is managed by Measured Progress. State Users can then add other users.</p>
System Test Coordinator (STC) <i>Note: If STCs do not have a testing role in your state, STC duties must be explicitly assigned and/or undertaken by appropriate state or school staff.</i>	<p>STCs are responsible for the following:</p> <ul style="list-style-type: none"> adding SCs and TAs into ART; ensuring that the SCs and TAs in their systems are appropriately trained regarding the state and Smarter Balanced assessment administration and security policies and procedures; reporting test security incidents to the state general oversight responsibilities for all administration activities in their system schools.

User Role	Description
School Test Coordinator (SC) Note: An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with noninstructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.	SCs are responsible for: <ul style="list-style-type: none"> identifying TAs and ensuring they are properly trained; coordinating with TAs so they administer all assessments; entering and/or verifying test settings for students; creating or approving testing schedules and procedures for the school (consistent with state and system policies); working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; addressing testing problems, as needed; mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and system policies; and general oversight responsibilities for all administration activities in their school and for all TAs.
Test Administrator (TA) Note: The Smarter Balanced assessments should be administered by individuals with an existing state certification in education and employed by the system (e.g., teachers, school psychologists, principals, etc.).	TAs are responsible for: <ul style="list-style-type: none"> completing Smarter Balanced assessment administration training (see section 1.4 <i>Training</i>) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments; viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and STCs as appropriate; administering the Smarter Balanced assessments; and reporting all potential test security incidents to their SC and STC in a manner consistent with Smarter Balanced, state, and system policies.

For a checklist of example activities to complete for System Test Coordinators, see *Appendix J*. For School Test Coordinators, see *Appendix K*. For Test Administrators, see *Appendix L*.

1.4 Training

Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) will read the Smarter Balanced *Online, Summative, Test Administration Manual*, the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, and the *Test Administrator User Guide*, and view the associated Smarter Balanced training modules.

Required Training

System Test Coordinators, School Coordinators, Administrators, Assessment Teams	Recording Location
Smarter Test Administration and Student Registration Training	To be posted online after the conference
Smarter Accommodations	To be posted online after the conference
Test Security	To be posted online after the conference
Data & Data Security	To be posted online after the conference
Technology and Troubleshooting	To be posted online after the conference

Test Administrators, appropriate Assessment Team Members	Recording Location
Smarter Test Administration Training for Test Administrators	To be posted online after the conference
Test Security	To be posted online after the conference
Data & Data Security	To be posted online after the conference
Technology and Troubleshooting	To be posted online after the conference
Smarter Accommodations for Administrators	To be posted online after the conference

Recommended Training

System Test Coordinators, School Coordinators, Administrators, Assessment Team	Recording Location
Setting the Stage 1: Preparing for the MontCAS 2014-2015	http://www.keysurvey.com/f/689819/24ec/
Setting the Stage 2: Accommodations and Technology	http://www.keysurvey.com/votingmodule/s180/f/699941/7a9b/
Setting the Stage 3: Test Administration Manual	http://www.keysurvey.com/f/701080/227d/
Setting the Stage 4: Data and Registering Students for the MontCAS	http://www.keysurvey.com/f/701081/1d9d/
Smarter Digital Library	http://www.keysurvey.com/f/709006/16f3/
Practice and Training Tests	To be posted online after the conference

Test Administrators, appropriate Assessment Team Members	Recording Location
Smarter Digital Library	http://www.keysurvey.com/f/709006/16f3/
Practice and Training Tests	To be posted online after the conference

2.0 TEST ADMINISTRATION RESOURCES

This *Online Test Administration Manual (TAM)* for summative assessments is intended for staff who play a role in the administration of Smarter Balanced assessments (State Users, System Administrators, System Test Coordinators, School Test Coordinators, and Test Administrators). This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. To help quickly locate areas that pertain to each role, tabs that identify the primary user of that section have been placed on the margin of each page. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the Smarter Balanced assessments, see *Appendix A*. For specific questions not addressed in this manual, please contact Judy Snow.

2.1 Summative Assessment Administration Resources

The *TAM* is designed to complement a variety of other resources developed by Smarter Balanced and/or your state listed in Table 2 (manuals), Table 3 (training modules), and Table 4 (other resources).

Table 2: Manuals

Resource	Description
<i>Administration and Registration Tools (ART) User Guide</i>	Administration and Registration Tools (ART) is the system used to manage student information and user accounts for online testing. The <i>ART User Guide</i> provides a step-by-step approach to using the enhanced user management system. https://mtsmarter.measuredprogress.org
<i>Secure Browser Installation Manual</i>	The <i>Secure Browser Installation Manual</i> provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the <i>Technical Specifications Manual for Online Testing</i> . https://mtsmarter.measuredprogress.org
<i>Technical Specifications Manual for Online Testing (TSM)</i>	The <i>Technical Specifications Manual</i> provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function. http://www.smarterbalanced.org/smarter-balanced-assessments/technology/
<i>Test Administrator User Guide</i>	The <i>Test Administrator User Guide</i> supports individuals using the test delivery system applications to manage testing for students participating in the summative assessments. This resource provides information about the test delivery system, including the Test Administrator and student applications. https://mtsmarter.measuredprogress.org

Resource	Description
<i>Usability, Accessibility, and Accommodations Guidelines</i>	<p>The <i>Usability, Accessibility, and Accommodations Guidelines</i> focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The <i>Guidelines</i> are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The <i>Guidelines</i> provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Guidelines</i> are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.</p> <p>https://mtsmarter.measuredprogress.org</p>

Table 3: Training Modules

Module Name	Primary Audience	Objective
Accessibility and Accommodations	Test Administrators/teachers and School Coordinators	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter Balanced assessments.
Administration and Registration Tools (ART)	System/School Test Coordinators, Test Administrators	This module provides detailed information on how to upload student information, manage users, and use other features of the ART system.
Let's Talk Universal Tools	Students, Test Administrators, teachers	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessments. This module should be shown to students in a classroom/group setting. For grades 3–8 and 11, it is encouraged that the teachers be in the room to answer questions from the students as they view the module.
Performance Task Overview	System/School Test Coordinators, Test Administrators, teachers	This module provides an overview of what a performance task is and the purpose of the Classroom Activity as it pertains to the performance task.
Smarter Balanced Test Administration Overview	System/School Test Coordinators, Test Administrators, teachers	This module prepares System/School Test Coordinators and Test Administrators for the assessments by providing an overview of procedures, including policy matters and test security processes.

Module Name	Primary Audience	Objective
Student Interface for Online Testing	Students, System/School Test Coordinators, Test Administrators, teachers	This module explains how to navigate the Student Interface.
Technology Requirements for Online Testing	System/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.
Test Administrator (TA) Interface for Online Testing	System/School Test Coordinators, Test Administrators, teachers	This module presents an overview on how to navigate the Test Administrator Interface.
What is a CAT (Computer Adaptive Test)?	State, System/School Test Coordinators, teachers, students	This module provides the characteristics and advantages of a CAT.

Table 4: Other Resources

Resource	Description
Practice Test*	<p>Practice Tests include items and performance tasks for each grade level (3–8 and 11). The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments. Item types are listed and described in <i>Appendix B: Item Types</i>.</p> <p>This is the link to the Practice Tests: http://www.smarterbalanced.org/practice-test/. See also <i>Appendix D: Practice and Training Tests</i> for additional information about the Practice Tests.</p>
Training Test*	<p>Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8, 11) and has approximately eight to nine mathematics and six ELA items per grade band.</p> <p>This is the link to the Training Test: http://www.smarterbalanced.org/practice-test/. See also <i>Appendix D: Practice and Training Tests</i> for additional information about the Training Tests.</p>

* The Practice and Training Tests can be used as a “guest” without login credentials; however, if users want to access either of these sites as a TA (required if they want to administer a braille Practice or Training Test), a login will be required. Contact the Measured Progress Service Center at (888)792-2741 or montanahelpdesk@measuredprogress.org to get login credentials. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section 6.2 *The Secure Browser* and the TSM).

3.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

3.1 Security of the Test Environment

Table 5 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 5: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section 9.1 <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.

Requirement	Description
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via a secure browser or a method of securing the student device.
DURING AND AFTER TESTING	
No access to responses	System Test Coordinators (STCs), School Test Coordinators (SCs), TAs, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	STCs, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section 3.2 <i>Secure Handling of Printed Materials</i> for details.

[Note: The Classroom Activities are not secure materials.]

TAs and SCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in section 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* and section 5.0 *Appeals* (as necessary) of this manual.

3.2 Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or 504 Plan expresses a need for a paper copy of **passages or items**, permission for the students to receive this accommodation must first be set in ART one to two weeks prior to testing.

Printing **individual test items** for students with this accommodation will require a request to the Measured Progress Service Center at (888)792-2741 or montanahelpdesk@measuredprogress.org to have the accommodation set for each student. For those students whose IEP or 504 Plan expresses a need for a paper copy of **passages or stimuli**, permission for the students to request this accommodation must first be set in ART one to two weeks prior to testing by the School or System Test Coordinator.

Print requests must be approved and processed by the TA during test administration. The decision to allow students to use print on demand must be made on an individual student basis and is available only for students with an IEP or 504 Plan. However, utilizing the print-on-demand functionality does not allow a printed version of the online test due to its adaptive nature.

Once a student is approved to receive the printing of test items/passages, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have been trained using the Test Administrator training modules for the test. This request needs to be made for each individual item.

Destruction of printed materials and scratch paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who sign a state-specific security agreement. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded according to system and/or state policies or procedures. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs).

Use of scratch paper on performance tasks

The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the ELA and mathematics PTs.

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1.

While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, TAs should tell students to write their names (or some appropriate identifying information) on each piece of scratch paper, collect the scratch paper at the completion of Part 1 of the ELA PT, and securely store it for students' use during Part 2 of the ELA PT.

Likewise, the mathematics PT may extend beyond one test session. When this happens, TAs should tell students to write their names on the scratch paper (and graph paper for grades 6 and up), collect the paper used in the first session, and securely store it for students' use in the subsequent test session.

Description	Parameters for Use and Disposal of Paper
Passages or Items (including embossed braille printouts)	<ul style="list-style-type: none"> • If <ul style="list-style-type: none"> ○ Included in IEP or 504 ○ If a non-standard accommodation, must have approval through MontCAS online reporting ○ In ART 1-2 weeks prior to testing • Once used, must be shredded.*
CAT scratch and graph paper	<ul style="list-style-type: none"> • Graph paper is required in grades 6 and above • Collected, inventoried, and shredded* at end of each test session. • Students may not keep them once they leave a session.
Performance Task (PT) Class Activity (CA) Notes	<ul style="list-style-type: none"> • Students may take notes during this time, but the notes must be collected before proceeding to the PT. Students may not use notes taken during the classroom activity for the PT. • Any notes or papers used for the CA should be collected and destroyed right after the CA activity. The purpose of the CA is to establish the context for the ENTIRE FAMILY of PTs. The notes could possibly lead students astray since they are the general context for a number of different performance tasks in the family of performance tasks.
Performance Task Embedded (PT) Global Notes	<ul style="list-style-type: none"> • The Global notes stay from Part 1 to Part 2, but highlighting in the sources does not. • Know that students will have access to the sources for both parts 1 and 2.
Performance Task (PT) ELA Scratch Paper and Notes	<ul style="list-style-type: none"> • If students use paper rather than the Embedded Global Notes <ul style="list-style-type: none"> ○ Distribute paper prior to students logging on ○ Instruct students to write name on each piece of paper. ○ Collect scratch paper at completion of Part 1 of the ELA performance task and store securely until Part 2. ○ When students finish last session, collect paper and shred.*
Performance Task (PT) Math Scratch Paper and Notes	<ul style="list-style-type: none"> • Graph paper is required for grades 6 and above • If the mathematics performance task is administered over more than one test session, Test Administrators must collect and securely store scratch and graph paper between test sessions. • When students finish last session, collect paper and shred.*



The retention of scratch paper is only allowed for the PTs. Following the conclusion of the PT, all scratch paper and graph paper must be collected, inventoried, and immediately shredded to maintain test security.

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 6.

This section refers to documentation and reporting of incidents involving test security. Refer to *Appendix F* for a list of test security incident levels and examples of types of issues.

4.1 Impact and Definitions

Table 6: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the System Test Coordinator (STC) and School Test Coordinator (SC) immediately.
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online appeals system for resolution. An irregularity must be reported to the STC and SC immediately.
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the STC and SC immediately.

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section 3.1 *Security of the Test Environment* for more detail.

4.2 Reporting Timelines and Procedures

Any concern about breaches in test security, testing irregularities, and/or noncompliance with test administration procedures must be reported immediately to the school principal/authorized representative, System Test Coordinator, and OPI by phone or in person within **three days** of the incident. The system superintendent should also be notified. Report all test security incidents in the MontCAS Online Reporting system within **five days** of the incident. OPI will review and respond to each report.

MontCAS Test Security Guidelines

Prior to testing, read the MontCAS Test Security Guidelines for more information on testing improprieties, irregularities, and breaches. The MontCAS Test Security Guidelines are located on the OPI website at: <https://apps.opi.mt.gov/MontCAS/frmLogin.aspx>

Procedures for Test Coordinators

If a test security breach or testing irregularity occurs, the System Test Coordinator should follow the steps below:

- Step 1: Gather as much information as possible.** Test coordinators should train Test Administrators to keep a Test Security Incident Worksheet (see page 12) and return the completed form to the Test Coordinator as soon as possible after an incident has occurred.
- Step 2: Contact OPI within 3 days of the incident.** OPI will provide guidance on how to proceed with testing.
- Step 3: Relay OPI instructions to test administrator.**
- Step 4: Complete Online Testing Irregularity Report on MontCAS Online System.** Instructions are on page 66

Procedures for Test Administrators

If a test security breach or testing irregularity occurs, the System Test Coordinator should follow the steps below:

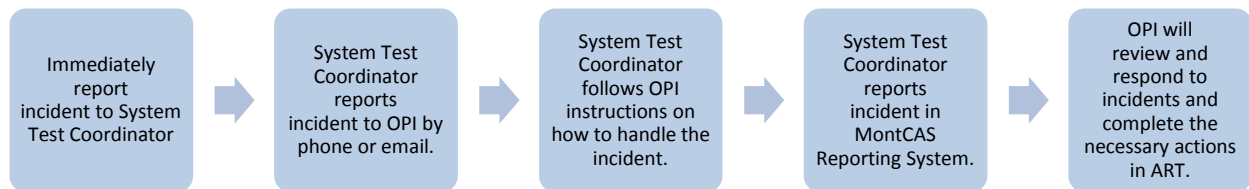
- Step 1: Immediately complete the Test Security Incident Worksheet and contact your System Test Coordinator.** OPI needs certain information that is often most effectively obtained at the time of the testing irregularity. The Test Security Incident Worksheet is on page 12, and a copy should be kept in the testing location.
- Step 2: Wait for instructions from your System Test Coordinator before proceeding with affected tests.**
- Step 3: Follow all instructions given by System Test Coordinator.**

A Breach requires immediate notification/escalation by telephone to the state level by the STC, followed by documentation Submitted to OPI.

For examples of test security incidents,
please see the **Test Security Chart** located in *Appendix F*.

4.3 Test Security Required Action Steps

The Test Security Required Action Steps depict the required action steps for test security incidents in a process flow diagram format. Follow these steps for ALL levels of test security incidents.



4.4 MontCAS Online Reporting System—Test Irregularity Report

In addition to contacting OPI by phone or email when a test security incident occurs, System Test Coordinators must also file a Test Irregularity Report on the MontCAS Online System. Instructions on using the MontCAS Online System are located in the MontCAS Test Security Guidelines and on Appendix F. Paper or electronic log should also be kept by the System Test Coordinator for reference.

5.0 APPEALS

The System Test Coordinator must report all test security incidents on the MontCAS Online Reporting System. If an incident qualifies, OPI will submit an appeal to reset, reopen, invalidate, or restore an individual student assessment. In such event, the System Test Coordinator will receive an email from OPI indicating the action that was taken.

5.1 Online System Appeals Types

Table 7: Online System Appeals Types

Type of Appeal	Description	Conditions for Use
RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	<p>The State may reset any test (CAT or PT) if any of the following settings need to be changed because they were incorrectly set:</p> <ul style="list-style-type: none"> American Sign Language (for mathematics and ELA listening) Braille (braille is a language setting) Closed captioning (for ELA listening stimuli) Streamlined interface (the streamlined interface is a test shell setting) Translation—stacked (for mathematics tests only) <i>Note: Stacked translations are automatically provided when the selected language is Spanish.</i> Translation—glossary (for mathematics tests only) Text-to-speech as an accommodation (e.g., for ELA reading passages in grades 6–8 or 11). <i>Note: Text-to-speech for items only is a designated support and NOT a valid reset request.</i> Any non-embedded accommodation(s) <p>Log as Testing Irregularity: YES.</p> <p>Additional Testing Irregularity considerations:</p> <p>CAT:</p> <ol style="list-style-type: none"> Student has been presented with five items or fewer. Log as Testing Irregularity: NO. Student has been presented with more than five items. Log as Testing Irregularity: YES. <p>PT:</p> <ol style="list-style-type: none"> Student has been presented with any items in a performance task. Log as Testing Irregularity: YES.

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	<p>The State may invalidate any test (computer adaptive test [CAT] or performance task [PT]) if:</p> <ol style="list-style-type: none"> 1. There is a test security breach. Log as Test Breach: YES. 2. The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>. Log as Testing Irregularity: YES. 3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items. Log as Testing Irregularity: YES. <p><i>Note 1: Invalidated tests will not be scored.</i> <i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p>
REOPEN	<p>Reopening a test allows a student to access a test that has already been submitted or has expired.</p> <p>If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment.¹ The student will be able to review items within the current segment of the assessment but cannot return to previous segments.</p> <p>If a submitted test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.</p>	<p>The State may reopen any test (CAT or PT) if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. Log as Testing Irregularity: YES. <p>The State may reopen a CAT if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. Log as Testing Irregularity: YES. <p>The State may reopen a PT if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. Log as Testing Irregularity: YES. 2. A student starts a PT unintentionally—for example, selects a PT instead of a CAT, or selects a mathematics PT instead of an ELA PT—and the student is unable to complete the test before it expires Log as Testing Irregularity: YES. 3. A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2. Log as Testing Irregularity: NO.
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

¹ A test that is reopened following an expiration will remain open for 10 calendar days from the date it was reopened.

6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, System Test Coordinators (STCs), School Test Coordinators (SCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

6.1 Technology Resources

The Smarter Balanced *Technology Strategy Framework and Testing Device Requirements* document is available for download at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The *Technical Specifications Manual for Online Testing*, located at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/> provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

6.2 The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to the assessment. Many devices can use the Smarter Balanced open-source secure browser to secure the device.



This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

See the *Technical Specifications Manual for Online Testing* <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/> for additional technology information.

See *Appendix C: Secure Browser for Testing* for additional guidelines about using the secure browser.

7.0 GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the Practice and Training Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

7.1 Assessment Participation

All students enrolled in grades 3-8 and 11 are required to participate in the Smarter Balanced mathematics and English language arts (ELA) assessments. Students with significant cognitive disabilities and qualify for the alternate assessment are required to take the NCSC alternate assessment in mathematics and ELA.

Participation of Students with Disabilities and/or English Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the Smarter Balanced assessments.

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines*, for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative digital accessibility tools that will be embedded in the Smarter Balanced test delivery engine as well as a variety of designated supports and accommodations. The *Usability, Accessibility, and Accommodations Guidelines* and the *Usability, Accessibility, and Accommodations Implementation Guide* can be found at http://opi.mt.gov/curriculum/MontCAS/#gpm1_8

All students enrolled in grades 3–8 and 11 are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

All students enrolled in grades 3–8 and 11 are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELs who enrolled within the last twelve months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

School personnel should follow federal and state policies regarding student participation.

Attemptedness Rules for Participation

A student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs in to the computer adaptive test (CAT) and performance task (PT).

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the *Test Administrator User Guide* located at <https://mtsmarter.measuredprogress.org>

Basic online testing parameters

- CAT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each test there may be segments. For example, the grades 6 through 11 mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.
- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items within a segment.

Pause rules

During the CAT portion of the test:

- If a test is paused for more than twenty minutes the student is:
 - Required to log back in to the student interface;
 - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and
 - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).
- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

See *Appendix E: CAT Pause Rules Scenarios* to review the rules that govern pausing during the test.

During the performance task portion of the assessment:

- **There are no pause restrictions.** If a test is paused for twenty minutes or more, the student can return to the section and continue entering his or her responses.

- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Please note that there are recommendations for breaks in Table 9: Assessment Sequence—ELA and Table 10: Assessment Sequence—Mathematics.

Test timeout (due to inactivity)

As a security measure, students and TAs are automatically logged out of the test after thirty minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [Ok] within thirty seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the twenty-minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after thirty minutes of user inactivity in the session, which will result in the closing of the test session.

Test expiration

CAT Items

A student's CAT remains active until the student completes and submits the test or **forty-five** calendar days after the student has begun the test, whichever occurs sooner. However, it is recommended that students complete the CAT items portion of the test within **five days** of starting the designated content area.

Performance Task (PT)

The PT is a separate test that remains active only for **ten** calendar days after the student has begun the PT. However, Smarter Balanced recommended that students complete the PT within **three days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section 7.3 *Testing Time and Recommended Order of Administration*.



If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will automatically end on the last day of the scheduled administration window, even if the student has not finished.

7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a CAT, a Classroom Activity, and a PT in both English language arts/literacy (ELA) and mathematics.

Testing time and scheduling

Testing Windows

The Test administration window is March 18–May 28 for Montana Smarter in English Language Arts and grades Math 3-8, 11.

Grades 3–8

- Testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

Grade 11

- Testing shall not begin until at least eighty percent (80%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

Please Check With Judy Snow at OPI if further guidance is needed. 406-444-3656

[Note: Sixty-six percent of a school year occurs after the 120th instructional day in a 180-day year, leaving a twelve-week window for grades 3–8 testing; eighty percent of a school year occurs after the 144th instructional day in a 180-day year, leaving a seven-week window for grade eleven testing.]

Scheduling Time for Testing:

Table 8 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Pilot and Field Tests. This information is for scheduling purposes only, as the assessments are not timed.

Table 8: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Computer Adaptive Test (CAT) items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Total hrs : mins
English Language Arts/Literacy	3–5	1: 30	2:00	3:30	:30	4:00
	6–8	1:30	2:00	3:30	: 30	4:00
	HS	2:00	2:00	4:00	: 30	4:30
Mathematics	3–5	1:30	1:00	2:30	: 30	3:00
	6–8	2:00	1:00	3:00	: 30	3:30
	HS	2:00	1:30	3:30	: 30	4:00
Both	3–5	3:00	3:00	6:00	1:00	7:00
	6–8	3:30	3:00	6:30	1:00	7:30
	HS	4:00	3:30	7:30	1:00	8:30

* Classroom Activities are designed to fit into a thirty-minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. Nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

Recommended order of online administration

The assessments are comprised of two components (tests) for ELA and mathematics: a CAT and a PT. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT items, followed by the Classroom Activity, and then the PT. Systems/Schools may opt to administer in a different

order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration



Classroom Activity

The purpose of the Classroom Activities is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA or mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- Classroom Activities should only be administered to students once and are designed to be completed in approximately thirty minutes.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Appendix G: Accessibility Guidelines for Classroom Activities* contains information on these student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent

possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

See section 3.1 *Security of the Test Environment* for more security guidance.

Duration and timing information for ELA and mathematics

The scheduling/rules for each of these components is included in Table 9 and Table 10 on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 9: Assessment Sequence—ELA

ELA	CAT Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). Session durations range from 40–60 minutes. 	Recommendations: <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	The PT is presented in two parts. Recommendations: <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT. Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting. 	NA	Once a student has started the PT, it will be available for 10 days. <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day.

Table 10: Assessment Sequence—Mathematics

Mathematics	CAT Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions. Session durations range from 40–60 minutes. <p>Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session. Session duration ranges from 40–120 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.</p>	NA	<p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting it. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day.

Additional administration recommendations

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

1. The number of items will vary on the CAT portion of each student's test.
2. The tests are not timed, so all time estimates are approximate.
3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The test can be spread out over multiple days as needed.
5. The Classroom Activity must be completed prior to administration of the PT. Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity.

7.4 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Smarter Balanced security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the Smarter Balanced assessments, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Collecting information

Prior to administration, each TA should have a thorough understanding of school, system, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, system, and/or state policies.

Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, system, and/or state policies and procedures.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of English language arts/literacy and mathematics. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

If a school or system staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school or system should provide that information to its State. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

The complete set of *Usability, Accessibility, and Accommodations Guidelines*, as well as the full list of universal tools, designated supports, and accommodations, can be found at:
http://opi.mt.gov/curriculum/MontCAS/#gpm1_3



To help states identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found in *Appendix H*.

The summative assessments and Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in Table 11.

Table 11: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.

Type	Definition
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.

State users, System Administrators, System Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations.

Designated supports and accommodations must be set in Administration and Registration Tools (ART) prior to starting a test session.

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information <https://mtsmarter.measuredprogress.org>

For information on updating student settings, refer to the *ART User Guide* <https://mtsmarter.measuredprogress.org> . The *Test Administrator User Guide* also contains information on how to use some of these settings.

To help states identify similarities between the test resources and classroom practices, *Appendix H: Resources and Practices Comparison Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

One particular non-embedded accommodation for grade 4 and above mathematics items, the multiplication table, can be found in *Appendix I: Multiplication Table*.

9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section 3.1 *Security of the Test Environment*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Please see the checklist in Appendix L for specific procedures.

During test administration, students may have access to and use of these additional required resources in Table 12 specific to each assessment and content area.

Table 12: Additional Required Resources

Content Area	CAT Items	Classroom Activity	Performance Task (PT)
ELA	<ul style="list-style-type: none"> Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. Scratch paper should be provided for note taking if necessary. 	NA	<ul style="list-style-type: none"> Headphones are required for some performance tasks and for students requiring text-to-speech. Scratch paper should be provided for note taking if necessary.
Mathematics	<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. An embedded calculator will be available for some mathematics items in grade 6 and above. Scratch paper is required for all grades. Graph paper is also required for Grade 6 and above. 	NA	<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. An embedded calculator will be available for all mathematics PT items in grade 6 and above. Scratch paper is required for all grades. Graph paper is also required for Grade 6 and above.

9.2 Tasks to Complete Prior to Test Administration

- ✓ System Test Coordinators (STCs), SCs, and TAs should verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

- ✓ STCs and SCs should ensure all TAs have login information for the TA interface.
- ✓ STCs, SCs, and TAs should verify and/or update student demographic information and test settings.

Each student must be correctly assigned to his or her system, school, and grade in the Smarter Balanced Administration and Registration Tools (ART) system. SCs and TAs will need to work with System Administrators (DAs), State Users (State), or another entity designated by the state to add/update demographic student information, including statewide student identifiers (SSIDs), by updating AIM.

In addition to the correct school and grade, SCs and TAs should verify that all students have accurate test settings in ART, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

Only State Users and/or DA users, as assigned by the State, can add/modify/delete student demographic information in ART. Please ensure that any changes are placed in AIM and those will be reflected in ART at a later date. The State, DAs, STCs, and SCs can set embedded and non-embedded designated supports and accommodations in ART for students who require them. TAs may view student information; however, TAs cannot add, upload, or modify student information. Within the TA Interface, a TA can change the default font size and turn off universal tools prior to the start of the test.



IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once received by the state, may take **up to 3 days to appear in the TA interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and modify student information, please refer to the *ART User Guide* located at <https://mts.artier.measuredprogress.org>.



It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section 3.0 *Ensuring Test Security* of this manual.

- ✓ SCs should ensure that TAs have necessary student login information.

Each student will log in to the Smarter Balanced testing system using his or her first name, SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on a card or piece

of paper and distributed to each student just prior to testing to help him or her type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.



When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Test Administrator User Guide* located at <https://mtsmarter.measuredprogress.org> for detailed information on how to obtain session IDs.

- ✓ **STCs should ensure SCs and TAs understand protocols in the event a student moves to a new system and/or school.**
- ✓ **All changes to students status, location or demographics must be updated in AIM**
 - **Those changes will then be reflected in ART (note: these changes are not instant)**

When students move within the state, their data record must be updated with the student's new school and/or system codes in AIM at least 3 days before the student begins or resumes testing in the new school or system. Student supports/accommodations must then be updated in ART:

Changing student's supports/accommodations via "Upload Student File"

This process allows users to update student information by uploading a file to ART. As long as students' SSIDs remains the same, enter new information. This is an effective way to update data for several students across multiple grades and/or schools.

Adding student's supports/accommodations to ART via "Edit Student"

This process allows the user to update individual students in ART. This method requires the user to verify all of the student's necessary accommodations and/or designated supports. This is an effective way to edit a few students.

When a student enrolls in or changes to a new school/system, he or she must be added in AIM at least 3 days before the student begins testing.

- ✓ **Retrieve Classroom Activity materials.**
 1. **Identify which Classroom Activity has been selected to administer.**
 2. **Retrieve and administer the Classroom Activity.**

Retrieve and review the Classroom Activity at least one to two days prior to the planned delivery of the Classroom Activity. The Classroom Activity should be administered one to three days before the performance task is to be administered.

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. For more information on the options that may be implemented during the Classroom Activity, please see *Appendix G: Accessibility Guidelines for Classroom Activities*.



IMPORTANT: If a student begins a performance task without being exposed to the assigned Classroom Activity, the student should continue with and complete the performance task. The Test Administrator must report this misadministration as a testing irregularity. As described in section 4.0 *Responding to Testing Improperities, Irregularities, and Breaches*, irregularities must be reported by the end of the day of the incident to OPI via the online system.

<https://apps.opi.mt.gov/MontCAS/frmLogin.aspx>

10.0 DAY OF TEST ADMINISTRATION



Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* at <https://mtsmarter.measuredprogress.org> to become familiar with the Online Testing System.

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the computer adaptive test (CAT) and performance task (PT) portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See section 3.1 *Security of the Test Environment*.) TAs **must** ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation as listed in the *Usability, Accessibility, and Accommodations Guidelines*.**

Please remember that the script must be followed exactly and used each time a test is administered. If the class is resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

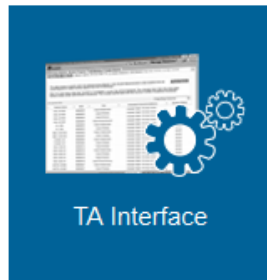
Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT items or the PT.

10.1 Starting a Test Session

The TA must create a test session before students can log in to the Student Testing System (**but no more than twenty minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

1. *The TA logs in to the TA Interface link.*

The TA enters his or her username and password at <https://mtsmarter.measuredprogress.org> and clicks [Log In] to log in to the TA Interface.



Username
Enter your email address

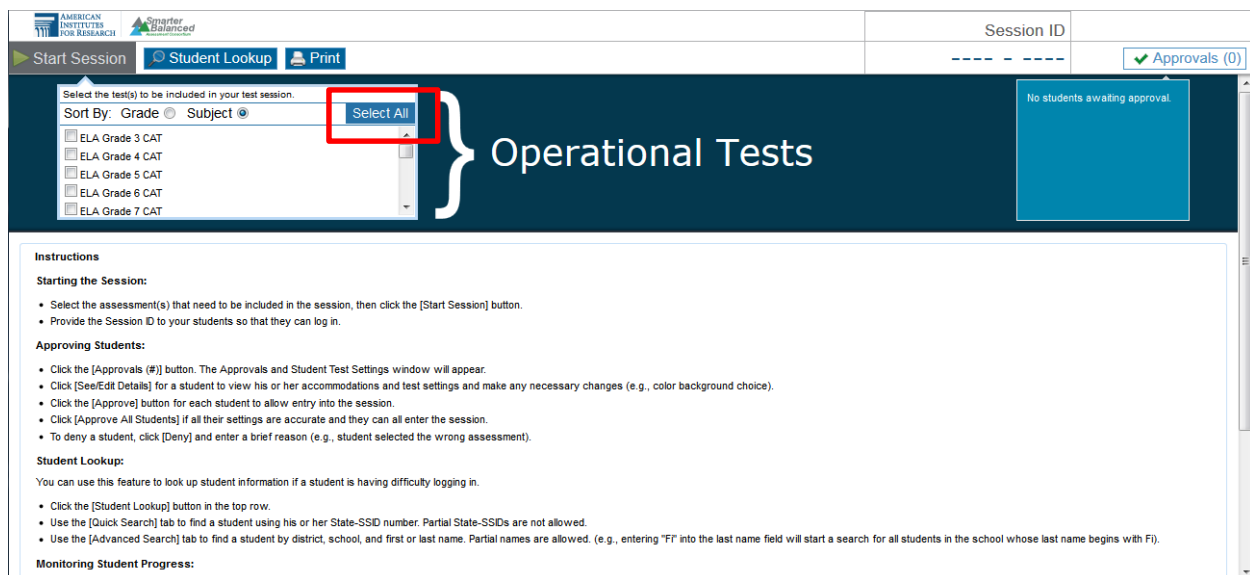
Password
Minimum 6 characters, including one number

[Forgot Your Password?](#)

Log In

2. The TA creates a test session.

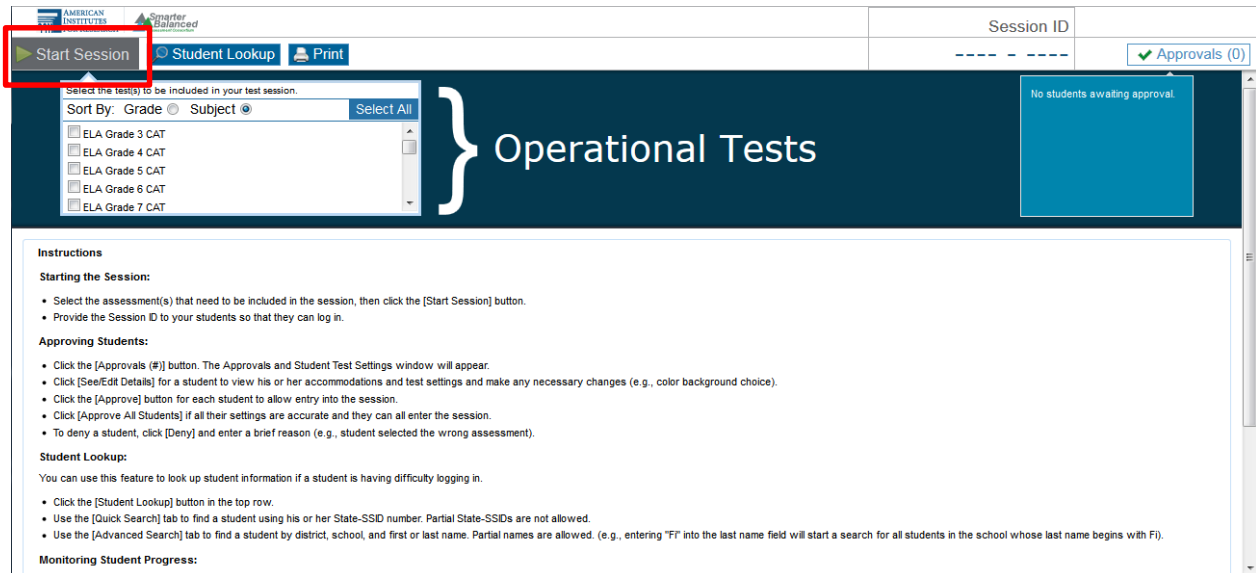
The test selection box is located in the upper-left corner of the screen. To create a test session, the TA may click the **[SELECT ALL]** button. This will select all available tests, including all grade levels and both content areas of the CAT and PT tests. Or, TAs may select the particular test, content area, and CAT or PT to be administered in the test session.




Students are pre-assigned tests. The pre-assigned tests are the only tests available to each student when he or she logs in to the student interface through the secure browser.

3. The TA begins the test session.

After clicking on **[SELECT ALL]** or the particular assessment(s) to be administered during the test session, the TA clicks on the **[Start Session]** button to begin the test session and generate the session ID that students use to join that test session.



Start Session Student Lookup Print

Session ID: ----- Approvals (0)

Select the test(s) to be included in your test session.
Sort By: Grade Subject Select All

- ☐ ELA Grade 3 CAT
- ☐ ELA Grade 4 CAT
- ☐ ELA Grade 5 CAT
- ☐ ELA Grade 6 CAT
- ☐ ELA Grade 7 CAT

Operational Tests

No students awaiting approval.

Instructions

Starting the Session:

- Select the assessment(s) that need to be included in the session, then click the [Start Session] button.
- Provide the Session ID to your students so that they can log in.

Approving Students:

- Click the [Approvals (#)] button. The Approvals and Student Test Settings window will appear.
- Click [See/Edit Details] for a student to view his or her accommodations and test settings and make any necessary changes (e.g., color background choice).
- Click the [Approve] button for each student to allow entry into the session.
- Click [Approve All Students] if all their settings are accurate and they can all enter the session.
- To deny a student, click [Deny] and enter a brief reason (e.g., student selected the wrong assessment).

Student Lookup:

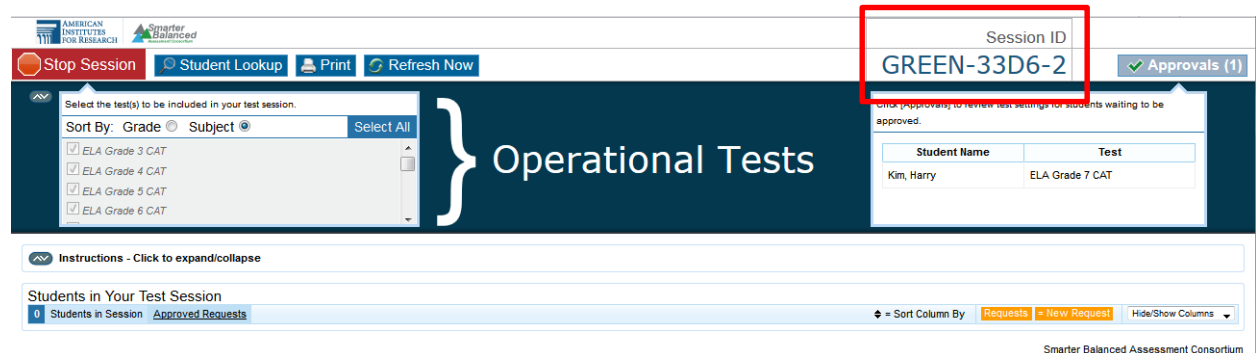
You can use this feature to look up student information if a student is having difficulty logging in.

- Click the [Student Lookup] button in the top row.
- Use the [Quick Search] tab to find a student using his or her State-SSID number. Partial State-SSIDs are not allowed.
- Use the [Advanced Search] tab to find a student by district, school, and first or last name. Partial names are allowed. (e.g., entering "FF" into the last name field will start a search for all students in the school whose last name begins with F).

Monitoring Student Progress:

4. The TA informs students of the test session ID.

The system-generated session ID appears in the top-right corner of the screen.



Stop Session Student Lookup Print Refresh Now

Session ID: GREEN-33D6-2 Approvals (1)

Select the test(s) to be included in your test session.
Sort By: Grade Subject Select All

- ☒ ELA Grade 3 CAT
- ☒ ELA Grade 4 CAT
- ☒ ELA Grade 5 CAT
- ☒ ELA Grade 6 CAT

Operational Tests

Click [Approvals] to review test settings for students waiting to be approved.

Student Name	Test
Kim, Harry	ELA Grade 7 CAT

Instructions - Click to expand/collapse

Students in Your Test Session

0 Students in Session Approved Requests

Sort Column By: Requests New Request Hide/Show Columns

Smarter Balanced Assessment Consortium

SAY: Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/PT] test. I will give you a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Give students the test session ID and other log-in information.

The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of the session if there is no activity for twenty minutes by the TA or a student. Having the session ID will allow the TA to resume the session.



If the session ID is not written down or known and the TA tries to log in to the session after getting involuntarily logged out of the system, the TA will be logged out for eight hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters.

SAY: Enter your first name followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

Please do not share your SSID with anyone. This is private information.

SAY: Now click “Sign In.” *Once you have successfully logged in, you will see a screen with your first name, SSID, school, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

Ensure that all students have successfully entered their information.

Note: If you have lower bandwidth, you may want to have students stagger their login by a few seconds each.

The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or in the Administration and Registration Tools (ART) system. TAs may assist students with logging in if necessary.

5. *The TA informs students of the test session in which they are participating.*

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator (SC).

Your Tests

Select a test.



Start Math Grade 3 CAT

This is opportunity 1 of 1



Start ELA Grade 3 CAT

This is opportunity 1 of 99

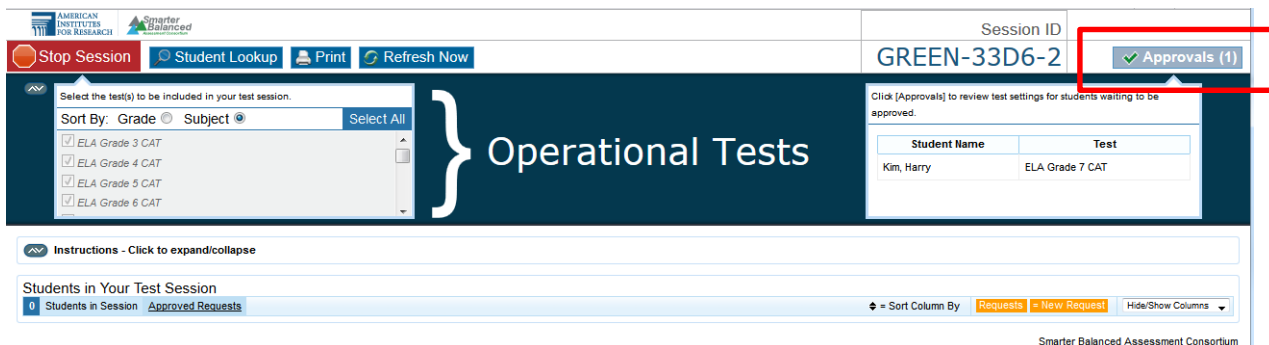
[Back to Login](#)

Students may be able to select from more than one test, for example, a PT and a CAT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area “ELA” or “Math” and the test type “CAT” or “PT.” Students may only select from assessments for which they are eligible.

6. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

- Select the [Approvals (#)] button.

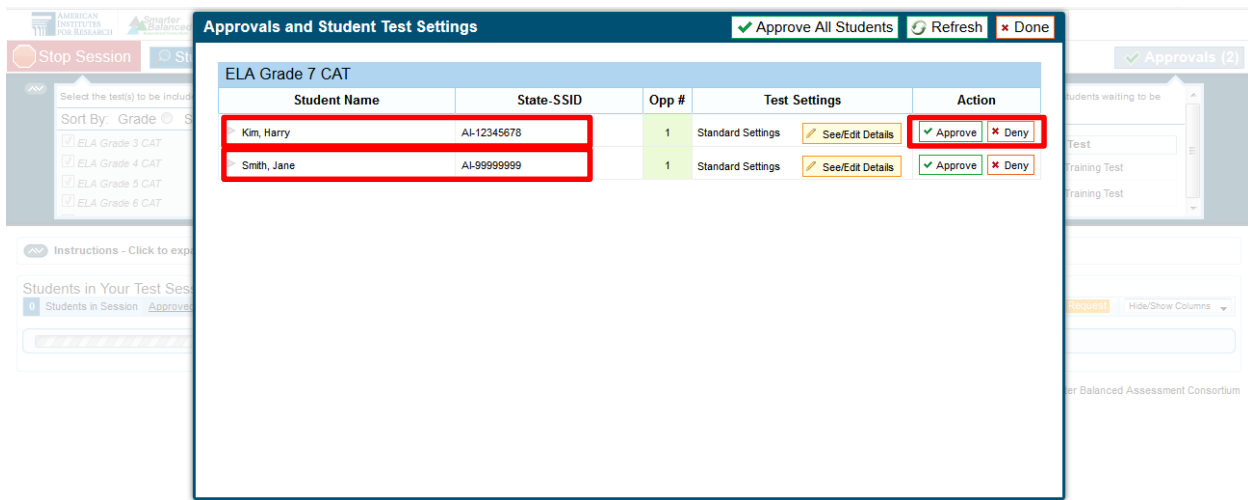


The screenshot shows the Smarter Balanced Assessment Consortium interface. At the top, there is a navigation bar with buttons: Stop Session, Student Lookup, Print, and Refresh Now. The Session ID is displayed as GREEN-33D6-2. A red box highlights the 'Approvals (1)' button. Below the navigation bar, there is a section titled 'Operational Tests' with a list of tests: ELA Grade 3 CAT, ELA Grade 4 CAT, ELA Grade 5 CAT, and ELA Grade 6 CAT. A table below the list shows the student 'Kim, Harry' and the test 'ELA Grade 7 CAT'. At the bottom, there is a section titled 'Students in Your Test Session' with a table showing '0' students in session and 'Approved Requests'.

- A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT).
 - If a student selected a test other than the one the TA plans to administer that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.
- The TA should also review the test settings assigned to each student to ensure that they are correct.
 - If a student’s settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with a SC or System Test Coordinator (STC) to correct the

test settings in ART before approving the student to begin testing. (Reminder: It may take up to 24 hours for changes to appear in the TA interface.) Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.

- d. When the correct test is selected and test settings are verified, the TA clicks [Approve] or [Approve All Students].



Student Name	State-SSID	Opp #	Test Settings	Action
Kim, Harry	AI-12345678	1	Standard Settings See/Edit Details	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Deny
Smith, Jane	AI-99999999	1	Standard Settings See/Edit Details	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Deny


SAY: After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session, read the next blue box so the students will know how to verify that their headsets are working properly

SAY (only for ELA test): Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.

Sound Check

 Click on the sound icon to hear the sound.

If you hear the sound, click [Yes]. If not, click [No].

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or Measured Progress Service Center at (888)792-2741 or montanahelpdesk@measuredprogress.org

SAY: *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.*

You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the box next to the flag in the upper-right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer during this test segment.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. [The following statement only applies to the CAT.] The PAUSE button is used to stop the test. Note that PAUSING for more than twenty minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you click PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.



For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to forty-five days from the start date. For the performance task, there is no pause limit, but the test expires ten days after it is started. See section 7.3 *Testing Time and Recommended Order of Administration* for each content area and type of assessment.

7. The TA monitors student progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

Students in your test session

3 Students in Session [Approved Requests](#) Sort Column By [Requests](#) [New Request](#) [Hide/Show Columns](#)

Student Name	State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test
STUDENT A	AI-99999991843	1	G3 Math	Standard Settings		started: 1/14	Pause
STUDENT C	AI-99999990553	1	G3 ELA	Standard Settings		started: 2/7	Pause
STUDENT B	AI-99999991086	1	G3 Math	Custom Settings		paused: 0/14, 2 min	

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in ten days (PT) or forty-five days (CAT), the SC or STC will need to submit an appeal via OPI test security procedures, see section 4.0 – 5.0 of this manual.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and STC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the **[Refresh Now]** button at the top left of the page. Do NOT click the web browser's refresh button to refresh the TA Interface.

Students in your test session

3 Students in Session [Approved Requests](#) Sort Column By [Requests](#) [New Request](#) [Hide/Show Columns](#)

Student Name	State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test
STUDENT A	AI-99999991843	1	G3 Math	Standard Settings		started: 1/14	Pause
STUDENT C	AI-99999990553	1	G3 ELA	Standard Settings		started: 2/7	Pause
STUDENT B	AI-99999991086	1	G3 Math	Custom Settings		paused: 0/14, 2 min	

If the TA notices that a student is off task, the TA may say the following statement to the student, verbatim, to keep him or her focused.

SAY: It is important that you do your best. Do you need to pause the test and take a break?

If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the TA cannot help answer an item. The TA may remind the student to reread the instructions for that item.

SAY: I can't help you with your test. Try to do the best that you can.

Allowing the students to practice on the Training Test and Practice Test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

IMPORTANT:

- If the TA is using the TA Interface and navigates to ART or the TA Practice or Training Site, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after twenty minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after twenty minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing.

8. The TA ends the test session and logs out of the Test Administrator Site.

When there are approximately ten minutes left in the test session, the TA should give students a brief warning.

SAY: We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** after they finish reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

SAY: This test session is now over. If you have not finished, click **PAUSE**, and you will be able to finish at another time. If you have finished, click **SUBMIT TEST**. I will now collect any scratch paper or other materials.

TAs should click **[Stop Session]** to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the **[Logout]** button at the top right. TAs should also collect any scratch paper (and graph paper for grades 6 and up).

10.2 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning in section *10.0 Day of Test Administration*.

A summary of recommendations for the number of sessions and session durations is in section *7.3 Testing Time and Recommended Order of Administration*.

11.0 FOLLOWING TEST ADMINISTRATION

11.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in section 3.0 *Ensuring Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper (and graph paper for Grades 6 and up) used during the performance task, which should be handled according to the guidance provided in section 3.2 *Secure Handling of Printed Materials*.

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections 3.0 *Ensuring Test Security* and 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* in this manual.

MontCAS Online Reporting System: <https://apps.opi.mt.gov/MontCAS/frmLogin.aspx>

APPENDIX A: FREQUENTLY USED TERMS

Table 13 defines terms that are specific to the Smarter Balanced assessments.

Table 13: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at http://opi.mt.gov/curriculum/MontCAS/#gpm1_3 for complete information.
Administration and Registration Tools (ART)	The registration system used for the Smarter Balanced assessments. This is the system through which users interact with and inform the test delivery system. This registration system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. Local changes to student information should be recorded in AIM and the state will update ART See the Smarter Balanced <i>ART User Guide</i> at for complete information. https://mtsmarter.measuredprogress.org
Appeal	Authorized users may submit and view requests for resetting, reopening, invalidating, or restoring students' assessments in accordance with OPI policy. These requests must result from a test security incident or incorrect test setting that impacted testing. Please see sections 3.0- 5.0 for OPI procedures.
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than twenty minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
Classroom Activity	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the PT to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the Classroom Activity. An applicable Classroom Activity is required before the PT portion of the test. The PT should be administered within three days after the Classroom Activity. The Classroom Activity should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the Classroom Activity.

Term	Definition
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated Supports	<p>Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). These supports must be designated in ART.</p> <p>See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information. https://mtsmarter.measuredprogress.org</p>
System Test Coordinator (STC)	System-level staff member who is responsible for the overall administration of the summative assessment in a system. STCs should ensure that the School Test Coordinators (SCs) and TAs in their systems are appropriately trained and aware of policies and procedures. In the event there is no STC, another designated individual will be assigned these responsibilities by the State.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.
Invalidation	<p>Invalidating a test in the results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.</p> <p>Permission for an invalidation is initiated through the Appeals process through OPI, see sections 3.0 - 5.0 of this manual for details.</p>
Item	A test question or stimulus presented to a student to elicit a response.
Pause	<p>Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than twenty minutes in the CAT component of the test will prevent the student from returning to items already attempted.</p> <p>For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in section 7.2 <i>General Rules of Online Testing</i>.</p>
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.

Term	Definition
Reopen	<p>A specific appeal in the Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>Permission for a reopen is initiated through the Appeals process through OPI, see sections 3.0 - 5.0 of this manual for details.</p>
Reset	<p>A specific appeal in the Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through the Appeals process through OPI, see sections 3.0 - 5.0 of this manual for details.</p>
Restore	<p>A specific appeal in the Appeals system. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset.</p> <p>A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.</p> <p>Permission for a restore is initiated through the Appeals process through OPI, see sections 3.0 - 5.0 of this manual for details.</p>
School Test Coordinator (SC)	<p>School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.</p>
Secure Browser	<p>A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Smarter Balanced assessments to provide secure access to the CAT and PT test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.</p>
Segment	<p>A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.</p>
Session	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or system administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced</p>

Term	Definition
	<p>assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p> <p>Though a session is most often set up by an administrator in the TA Interface, the performance task includes a Classroom Activity, which does not require students to be logged in to the test delivery system but may be administered as an independent session.</p> <p>Smarter Balanced recommends the CAT portion of the ELA and mathematics assessments be administered in at least two sessions.</p> <p><i>Note: A test session does not need to end when a segment ends.</i></p>
Statewide Student Identifier (SSID)	A statewide, unique student identifier, as assigned for use in ART, assigned to each student by his or her state education agency for the purpose of the Smarter Balanced assessments. In some cases this may be the same identifier used on other state assessments.
Stimulus/Stimuli	Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.
Test Administrator (TA)	System or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Online, Summative, Test Administration Manual</i> .
Test Security Incident Log	Document of record for a system to record all test security incidents.
Testing Breach	<p>A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to OPI.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to section 4.0 <i>Responding to Testing Improproprieties, Irregularities, and Breaches</i> of this manual.</p>
Testing Impropropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 <i>Responding to Testing Improproprieties, Irregularities, and Breaches</i> of this manual.</p>

Term	Definition
Testing Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <i>4.0 Responding to Testing Improprieties, Irregularities, and Breaches</i> of this manual.</p>
Universal Tools	<p>Available to all students based on student preference and selection. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at https://mtsmarter.measuredprogress.org for complete information.</p>

APPENDIX B: ITEM TYPES

Item and response types

As students engage with the Smarter Balanced assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. As pointed out in *Appendix D* of this manual, it is **highly recommended** that **ALL** students access the Training Test site before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available at <http://www.smarterbalanced.org/practice-test/>.

Summary of item types and how to provide responses

Table 14 lists the different item types and briefly describes each one.



Not all assessments will necessarily include all item types.

Table 14: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

Table 15 catalogues each specific item type and briefly describes the student actions necessary to provide a response.

Table 15: Item Types in the Practice/Training Test

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, single correct response (radio buttons)	Select the radio button corresponding to an option. To deselect an option, select a different radio button. Select only one option.	G3 ELA, Question 4 G3 Math, Question 10 G4 ELA, Question 2 G4 Math, Question 2 G5 ELA, Question 2 G5 Math, Question 1 G6 ELA, Question 1 G6 Math, Question 1 G7 ELA, Question 2 G7 Math, Question 3 G8 ELA, Question 2 G8 Math, Question 4 G11 ELA, Question 1 G11 Math, Question 24	G3–5 ELA, Question 2, Part A G3–5 Math, Question 1 G6–8, ELA, Question 4 G6–8 Math, Question 7 G11 ELA, Question 4
ELA and Math	Multiple choice, single correct response (highlight)	Highlight an option by selecting an option. To deselect an option, select a different option. Select only one option.	G3 ELA, Question 10 G4 ELA, Question 28 G5 ELA, Question 10 G6 ELA, Question 11 G8 ELA, Question 1 G11 ELA, Question 2 G11 Math, Question 14, Part B	None available
ELA and Math	Multiple choice, multiple correct responses (checkboxes)	Mark a checkbox corresponding to an option. To deselect an option, click on the checkbox that is already marked. Mark one or more options.	G3 ELA, Question 6 G3 Math, Question 7 G4 ELA, Question 3 G4 Math, Question 19 G5 ELA, Question 19 G5 Math, Question 26 G6 ELA, Question 7 G6 Math, Question 7 G7 ELA, Question 7 G7 Math, Question 7 G8 ELA, Question 7 G8 Math, Question 16 G11 ELA, Question 14 G11 Math, Question 6	G3–5 ELA, Question 2, Part B G3–5 Math, Question 6 G6–8 Math, Question 4 G11 Math, Question 6

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, multiple correct responses (highlight)	Highlight an option by selecting it. To deselect an option, click on the previously highlighted option. Select one or more options.	G3 ELA, Question 1 G3 Math, Question 4 G4 ELA, Question 20 (Highlight sentences in a paragraph) G4 Math, Question 10 G5 ELA, Question 17 G6 ELA, Question 21 G7 ELA, Question 1 G7 Math, Question 21 Part A G8 ELA, Question 3 G11 ELA, Question 10 G11 Math, Question 4	None available
ELA and Math	Matching Tables (variation using True/False or Yes/No format)	Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked.	G3 ELA, Question 29 G3 Math, Question 2 G4 Math, Question 4 G5 ELA, Question 22 G5 Math, Question 22 G6 Math, Question 3 G7 ELA, Question 26 G7 Math, Question 18 G8 Math, Question 2 G11 ELA, Question 30 G11 Math, Question 3	G3–5 ELA, Question 6 G3–5 Math, Question 4 G6–8 ELA, Question 5 G6–8 Math, Question 6 G11 ELA, Question 6 G11 Math, Question 3
ELA and Math	Short Text	Respond via keyboard entry into a multiline text box (no text formatting). This item type offers the ability to edit previously entered text.	G3 ELA, Question 18 G4 ELA, Question 17 G5 ELA, Question 16 G6 ELA, Question 4 G7 ELA, Question 2 G8 ELA, Question 4 G8 Math, Question 20 G11 ELA, Question 12 G11 Math, Question 18	G3-5 ELA, Question 1 G3-5 Math, Question 8 G6-8 ELA, Question 1 G11 ELA, Question 1 G11 Math, Question 2

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
Math Only	Drag and Drop (select and move objects)	Click and drag an object to the appropriate location in the Question response area.	G3 Math, Question 9 G4 Math, Question 7 G5 Math, Question 21 G6 Math, Question 4 Part B G7 Math, Question 8 G8 Math, Question 1 G11 Math, Question 1	G3–5 Math, Question 3 G6–8 Math, Question 5 G11 Math, Question 1
Math Only	Hot Spot	Select targeted areas in the response area.	G3 Math, Question 22 G4 Math, Question 24 G5 Math, Question 16 G6 Math, Question 4 Part A G7 Math, Question 13 G8 Math, Question 21 G11 Math, Question 10	G3–5 Math, Question 5 G6–8 Math, Question 8 G11 Math, Question 5
Math Only	Table Fill In	Respond via keyboard entry into table cells or drag/drop objects into table cells.	G4 Math, Question 17 G6 Math, Question 27 G8 Math, Question 28 G11 Math, Question 23	G3–5 Math, Question 9 G6–8 Math, Question 3 G11 Math, Question 7
Math Only	Graphing	Select the [Add Point] icon and then click in the Question response area to create a new point. To remove the point, select the [Delete] icon and then click on the point to be deleted. or Select the [Connect Line] icon and then click in the Question response area where the line is to start. Click and drag to the area where the line is to end. To remove the line, select the [Delete] icon and then click on the line to be deleted.	G3 Math, Question 6 G6 Math, Question 6 G8 Math, Question 5 G11 Math, Question 7	G3–5 Math, Question 7 G6–8 Math, Question 1 G11 Math, Question 8

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
Math Only	Equation/Numeric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.	G3 Math, Question 3 G4 Math, Question 1 G5 Math, Question 14 G6 Math, Question 2 G7 Math, Question 1 G8 Math, Question 3 G11 Math, Question 2	G3–5 Math, Question 2 G6–8 Math, Question 2 G11 Math, Question 4
ELA Only	Two-part multiple choice, with evidence responses	Questions are multiple-choice (radio buttons) or multiple-choice (highlight).	G3 ELA, Question 13 G4 ELA, Question 10 G7 ELA, Question 5 G11 ELA, Question 5	G3–5 ELA, Question 2 G6–8 ELA, Question 3 G11 ELA, Question 2
ELA Only	Hot Text (select and move text)	Select text and then click and drag text to a new area.	G3 ELA, Question 16 G11 ELA, Question 16	None available
ELA Only	Listening Tasks	Student must start or pause an audio clip by selecting buttons.	G3 ELA, Question 22 G4 ELA, Question 22 G5 ELA, Question 25 G6 ELA, Question 22 G7 ELA, Question 25 G8 ELA, Question 22 G11 ELA, Question 22	G3-5 ELA, Question 5 G6-8 ELA, Question 4 G11 ELA, Question 5
ELA Only	Essay	Respond via keyboard entry using text formatting buttons. Test-taker can edit previously entered text.	ELA Performance Tasks	None available

Technical skills to access embedded resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **right-click context menu**. Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in Table 16.

Table 16: Right-Click Context Menu

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click on the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [Ctrl] key on keyboard and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.

Device Type	Method to Access Right-Click Context Menu
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard and tap the trackpad.

APPENDIX C: SECURE BROWSER FOR TESTING

Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.



If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

- **Testing on Computers with Dual Monitors**

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should *not* take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to “mirror” each other. School Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Secure browser error messages

Possible error messages displayed by the open-source secure browser are shown in Table 17.

Table 17: Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-quit commands for secure browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)



You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.

Force-quit Commands

Windows: [Ctrl] + [Alt] + [Shift] + [F10]

Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10]

Linux: [Ctrl] + [Alt] + [Shift] + [Esc]

Note for Windows and Mac Users:

If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

APPENDIX D: PRACTICE AND TRAINING TESTS

In preparation for the test and to expose students to the various item-response types in ELA and mathematics (see *Appendix B* for item types), it is **highly recommended** that all students access the Practice and Training Tests, available at <http://www.smarterbalanced.org/practice-test/>. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be scored; however, scoring guides are available at <http://www.smarterbalanced.org/practice-test/>.

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and 11). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the Smarter Balanced assessments. The Training Tests are organized by grade bands (grades 3–5, 6–8, and 11). Each test contains fourteen to fifteen questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the Training Tests through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the TA Training Test site.

Test Administrator login for the Practice and Training Tests

The Test Administrator Training Test site provides an opportunity for TAs to practice setting up a test session using a Practice Test or Training Test. Access to the Test Administrator Training Test site requires specific login credentials provided by the State. This site may only be used by authorized state-level users, System Administrators (DAs), System Test Coordinators (STCs), School Test Coordinators (SCs), and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training site.

For additional information about how to set up a Practice Test or Training Test session, <https://mtsmarter.measuredprogress.org>



Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training site and the Practice Tests or Training Tests.

It is **highly recommended** that **all** students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in

online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section 7.2 *General Rules of Online Testing*). This walk-through of the Practice and Training Tests provide opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

APPENDIX E: COMPUTER ADAPTIVE TEST PAUSE RULE SCENARIOS

Scenarios:

1. If the computer adaptive test (CAT) portion of the test is paused for less than twenty minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.
2. If the CAT portion of the test is paused for more than twenty minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
 - a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than twenty minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
 - b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than twenty minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

APPENDIX F: TEST SECURITY

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW Impropriety	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
MEDIUM Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or teacher does not present Classroom Activity prior to performance task administration.
	Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
HIGH BREACH	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

REPORTING TESTING IRREGULARITIES ON THE MONTCAS ONLINE SYSTEM

The MontCAS Online System is connected to other OPI applications, such as CSI Plan, Traffic Education, or MAEFAIRS. If you use these applications, the login process is the same.

For first –time OPI Application Users

The MontCAS Online System is at the following link: <https://apps.opi.mt.gov/MontCAS/frmLogin.aspx>

When you follow the link, you will be taken to a login page. Please use the following steps to enter the application.

1. Type your username in the space provided. Your username will be the capitalized first initial followed by your last name with the first letter capitalized. For example, Jane Doe's username would be: JDoe.
2. Click "Forgot your password". A password will be sent to your work email address. Please contact Ashley Makowski if you have questions about your email address.
3. Copy the password from the email into the MontCAS Online System login page and click Enter.
4. Change your password to something you can remember as soon as you are logged in. You can do this by clicking on "Change Password".

Reporting a Testing Irregularity

1. Hold your mouse over "Data Entry" at the top of the page. Click on "Enter Testing Irregularity".
2. Answer all of the questions provided. Please note you will need the state student ID numbers for all students for whom you are requesting accommodations. You will be able to choose the testing irregularity(ies) which apply. They are separated into four categories to make your selection easier. Check all that apply (see Appendix B for the list of examples).

Be sure to include the following information, as this will determine whether an entire session has been affected and potentially invalidated or only certain questions. These may need to be addressed in the "Describe the Incident" section of the report:

- a. Whether the entire test or only part of the test was affected
 - b. Session and questions affected (Example, "Questions 23, 34, & 25 of Science Session 3 were affected.")
4. Click Submit this request to OPI. You will receive an email confirming submission. OPI may contact you with further questions.

Please refer to the MontCAS Test Security Guidelines document for more information about test security and testing irregularity reporting procedures using the MontCAS Online Reporting System. Instructions on how to use the MontCAS Online Reporting System are on the General Interest tab on the MontCAS website.

APPENDIX G: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 18 provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and reread aloud any text included in the Classroom Activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.
- These strategies are not mutually exclusive.

Table 18: Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Visual Impairments	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by a student may be read aloud to the student. • Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Reading Impairments	<ul style="list-style-type: none"> Reading Materials: All materials that are required to be read by students may be read aloud to the student. Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	<ul style="list-style-type: none"> Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally. Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	<ul style="list-style-type: none"> Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	<ul style="list-style-type: none"> Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.
English Learners	<ul style="list-style-type: none"> Reading Materials: All materials that are required to be read by students may be read aloud to the student. Writing Activities: All activities that require the student to write may allow for an oral response. Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. Activities Requiring Oral Responses: Oral responses may be provided in writing. Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.
Separate Setting	<ul style="list-style-type: none"> Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work. Activities between student(s) and an educator may be conducted online or via a telephone connection. All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.

APPENDIX H: RESOURCES AND PRACTICES COMPARISON CROSSWALK

Smarter Balanced is committed to providing mathematics and English language arts/literacy (ELA) assessments that are accessible to all students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists the resources that are currently included in the *Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	Digital Notepad Global Notes Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.

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No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	<p>A digital or physical tool for marking desired text with a color.</p> <p>Students use highlighters to distinguish useful/meaningful text when completing an assignment.</p> <p>Students can denote main ideas, supporting details, and conclusion.</p>
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students applying keyboarding skills using knowledge/skill of software	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.
7.	Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	Large-print texts or use of magnifying devices during instruction	<p>Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum.</p> <p>Students use computer screen enlargement to work in teams.</p>
8.	Mark for Review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	<p>Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading.</p> <p>Students can also circle steps within a mathematics problem to revisit or ask questions.</p>
9.	Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	<p>Use of white space on documents</p> <p>Masking device</p>	<p>During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention.</p> <p>Teachers create a clean document for students to work from that is not too “busy” or crowded with distracting</p>

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
				<p>information.</p> <p>Students use paper to block test questions, to decrease distractions.</p> <p>Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.</p>
10.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	<p>Students proofread other students' work using a dictionary.</p> <p>Teachers proofread students' work and have students make specific corrections.</p> <p>Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.</p>
			Automated spell-check device	Students use an automated spell-check device during instruction.
11.	Strikethrough	Allows users to cross out answer options.	Process of elimination	<p>Students cross out the answers to multiple-choice items that are obviously wrong.</p> <p>Students cross out incorrect words in sentences.</p>
12.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	<p>Students receive large-print versions of state textbooks, or other text, to enable access to curriculum.</p> <p>Students have access to enlarged mathematics problems to make sure all steps are completed.</p>
13.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
14.	English Dictionary	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.
15.	English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
16.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
17.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.

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No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Description
18.	Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.
19.	Translated Test Directions	Students can see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on assignments	Students have their assignment directions translated into their native language.
20.	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction.
21.	Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.
22.	American Sign Language (ASL)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.

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No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
23.	Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.	Braille	Instructional materials and assignments are completed in braille.
24.	Calculator	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).	Handheld calculators or computer calculators	Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
25.	Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
26.	Math Tools	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
27.	Multiplication Table	A paper-based single-digit (1–9) multiplication table.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
28.	Print on Demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
29.	Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	<p>Students who are easily distractible are provided seating within the classroom, to improve focus.</p> <p>Students can come in during off periods to do homework or class assignments when the classroom has only a few students.</p> <p>During instruction and or testing, students are allowed to find an alternative environment to be in.</p>
30.	Speech-to-Text / Scribe	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).	Tape recorders, scribes, specific computer programs	Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
31.	Text-to-Speech / Read-Aloud	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	<p>Listening skills are taught using read-aloud material, and then students are checked for understanding.</p> <p>Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.</p>
32.	Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.

APPENDIX I: MULTIPLICATION TABLE

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

APPENDIX J: SYSTEM TEST COORDINATOR CHECKLIST

The System Test Coordinator activity checklist list below may be customized according to how roles are assigned by the State.

	System Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Direct Responsibilities					
<input type="checkbox"/>	1. Notify schools when training materials are available.	TAM, section 2.1		Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	2. Notify schools when administration manuals are available.	TAM, section 2.1		Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	3. Review all Smarter Balanced policy and test administration documents.	TAM, section 2.1	60–90 minutes	Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	4. Review scheduling and testing requirements with SCs.	TAM, sections 7.2 and 7.3	60–90 minutes	Complete at least 3–4 weeks prior to testing.	
<input type="checkbox"/>	5. Plan any state-required training for SCs and TAs; retrain as needed.	None		Complete at least 3 weeks prior to testing.	
<input type="checkbox"/>	6. Review training modules and schedule training session for SCs.	TAM, section 2.1	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	
<input type="checkbox"/>	7. Review security procedures with SCs and TAs.	TAM, sections 3.0, 4.0, and Appendix F		Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	8. Work with System Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> Conduct network diagnostics. Download the secure browser (beginning late November or early December). Verify that schools meet the minimum 	TSM, section I, Network Diagnostic Tools TSM, section V TSM, sections I and II	5–10 hours	Complete at least 2 weeks prior to testing.	http://www.smarterbalanced.org/smarter-balanced-assessments/technology

	System Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	technology requirements.				
<input type="checkbox"/>	9. Work with schools to review ART student enrollment information.	<i>ART User Guide</i> , pages 59-60	2–4 hours	Complete at least 2 weeks before testing and during testing.	
<input type="checkbox"/>	10. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> Work with the SC to identify students who will need specialized equipment for accommodations. Communicate with the SC/TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but systems and schools should also plan on having some available.
Monitor Administration Activities					
<input type="checkbox"/>	11. Investigate all testing improprieties, irregularities, and breaches reported by TAs. <ul style="list-style-type: none"> Follow reporting procedure according to section 4.0. 	<i>TAM</i> , section 4.0	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	
<input type="checkbox"/>	12. Report any test security incident in ART and report to the appropriate personnel according to the guidelines in section 4.0 and 5.0.	<i>TAM</i> , sections 4.0 and 5.0	As needed		
<input type="checkbox"/>	13. Monitor with the System Technology Coordinator any technical problems to apply resolutions or disseminate information	None		Ongoing throughout the testing window.	

System Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
at other school sites prior to testing.				

System Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities			
<input type="checkbox"/> 14. Ensure that SCs and TAs in the system are appropriately trained and aware of policies and procedures, especially related to security.	<i>TAM</i> , sections 3.0 and 4.0	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 15. Review school test administration schedules for adequate time and resource planning.	<i>TAM</i> , section 7.3	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 16. Verify that SCs and TAs have reviewed student information in ART and are verifying student settings for designated supports and accommodations in ART.	<i>ART User Guide</i> , pages 71-72	Complete at least 2 weeks prior to testing.	
<input type="checkbox"/> 17. You or your designee must be available during your testing window for questions and problem solving.	<i>None</i>	Complete during your entire testing window.	
<input type="checkbox"/> 18. Communicate regularly with SCs any emerging trends or issues.	<i>None</i>	Complete during your entire testing window.	

System Test Coordinator	
Avoiding Security Breaches	
<input type="checkbox"/>	1. Inventory all test materials when they arrive.
<input type="checkbox"/>	2. Store materials in a secure location until the test window opens.
<input type="checkbox"/>	3. Train test administrators in maintaining test security.
<input type="checkbox"/>	4. Do not test before the test window opens or after it closes.
<input type="checkbox"/>	5. Do not copy or otherwise reproduce test materials.
<input type="checkbox"/>	6. Do not discuss test questions with students or faculty.
<input type="checkbox"/>	7. Record the number of test booklets and answer documents that are given to each test administrator
<input type="checkbox"/>	8. Record the number of test booklets and answer documents that are returned by each test administrator.
<input type="checkbox"/>	9. Inventory all test materials before repackaging them.
<input type="checkbox"/>	10. Return test materials to vendor by the deadline

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
<p>Your State Education Agency Accommodations, Test Policy, Testing Irregularities</p> <p>Name: Judy Snow</p> <p>Phone: (406)444-3656</p> <p>Email: jsnow@mt.gov</p> <p>Your Smarter Balanced State Lead Contact (in the event of a security breach or irregularity)</p> <p>Name: Judy Snow</p> <p>Phone: (406)444-3656</p> <p>Email: jsnow@mt.gov</p>	<p>Measured Progress Service Center:</p> <p>Phone: (888)792-2741</p> <p>Email: montanahelpdesk@measuredprogress.org</p>

APPENDIX K: SCHOOL TEST COORDINATOR CHECKLIST

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Direct Responsibilities				
<input type="checkbox"/> 1. Attend trainings your system offers and review all Smarter Balanced policy and test administration documents.	TAM, section 2.1	60–90 minutes	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 2. Ensure that all TAs attend your school's or system's training and review the self-paced online training modules posted on the Smarter Balanced portal. Review with TAs the videos ("What is a CAT?" and "What are Universal Tools?") and encourage them to show these to their students in preparation for the test.	TAM, section 2.1	2–3 hours	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 3. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing. 	TSM, section I, <i>Network Diagnostic Tools</i> TSM, section V TSM, sections I and II	5–10 hours	Complete at least 3–4 weeks prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window.</p> <ul style="list-style-type: none"> Headsets are required for the ELA Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). Communicate with the STC to identify the number of headsets needed. 	None	Up to 1 hour	Complete at least 2 weeks prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but systems and schools should also plan on having some available.
<input type="checkbox"/>	<p>5. Perform an equipment needs check based on individual student requirements.</p> <ul style="list-style-type: none"> Work with TAs to identify students who will need specialized equipment for accommodations. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	
<input type="checkbox"/>	<p>6. Based on the test administration windows, work with TAs and STCs to establish a testing schedule.</p>	TAM, section 7.4	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	<p>7. Work with TAs to review student information in ART applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.</p>	<p>ART User Guide, pages 59-60</p> <p>TAM, section 9.2</p>	2–4 hours	Complete at least 1–2 weeks prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	8. Establish a place to test those students who need a separate test setting.	<i>Usability, Accessibility, and Accommodations Guidelines</i>	1–2 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	<i>None</i>	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
<input type="checkbox"/>	10. Because all assessments will have CAT items plus a performance task (PT) with a classroom-based activity: <ul style="list-style-type: none"> Download and review the Classroom Activity for your grade(s). Work with your TAs to plan the administration of the Classroom Activity. 	<i>TAM, section 9.2</i>	60 minutes planning the day prior to administering the PT	Complete the week of testing.	Administration of the CAT items plus a PT with a classroom-based activity will require advance preparations.
<input type="checkbox"/>	11. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the <i>TAM</i> .	<i>TAM, sections 3.2 and 11.0</i>		Complete during and after testing window.	
<input type="checkbox"/>	12. Ensure adherence to all security policies. <ul style="list-style-type: none"> Ensure that all TAs read and sign state security agreements if required by your state. 	<i>TAM, section 3.0</i>			

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	13. Document any testing impropriety, irregularity, or breach and report to the STC immediately after learning of the incident. <ul style="list-style-type: none"> Working with the STC, enter incidents in ART. 	TAM, sections 4.0 and 5.0	As needed	Ongoing	
Monitor Administration Activities					
<input type="checkbox"/>	14. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	None	As needed	Ongoing	
<input type="checkbox"/>	15. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
<input type="checkbox"/>	16. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	TAM, sections 4.0 and 5.0	As needed	Ongoing	

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities				
<input type="checkbox"/>	17. Verify that TAs have verified student settings for designated supports and accommodations in ART.	ART User Guide, pages 71-72	Complete at least 1-2 weeks prior to testing.	
<input type="checkbox"/>	18. Verify that TAs or other instructional staff have administered the Classroom Activity.	None	Complete no more than three days prior to testing the PT.	
<input type="checkbox"/>	19. Verify that TAs have scheduled make-up sessions of the Classroom Activity for students who were absent for the first administration.	None	Complete no more than three days prior to testing the PT.	

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
<input type="checkbox"/>	20. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	<i>None</i>	Complete prior to testing.	
<input type="checkbox"/>	21. Verify that TAs are adhering to all test security policies and practices and that they have access to the Test Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur.	<i>TAM, sections 3.0, 4.0, 5.0, and Appendix F</i>	Complete during testing.	

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
Your State Education Agency Accommodations, Test Policy, Testing Irregularities Name: <u>Judy Snow</u> Phone: <u>(406)444-3656</u> Email: <u>jsnow@mt.gov</u>	School Technical Coordinator Name: _____ Phone: _____ Email: _____
Your Smarter Balanced State Lead Contact (in the event of a security breach or irregularity) Name: <u>Judy Snow</u> Phone: <u>(406)444-3656</u> Email: <u>jsnow@mt.gov</u>	System Test Coordinator Name: _____ Phone: _____ Email: _____
	Measured Progress Service Center: Phone: (888)792-2741 Email: montanahelpdesk@measuredprogress.org

APPENDIX L: TEST ADMINISTRATOR CHECKLIST

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all Smarter Balanced policy and test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .	<i>TAM</i> , section 2.1	1–2 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Review the training modules and attend school or system training sessions, if any are offered.	<i>TAM</i> , section 2.1	2–3 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	3. Show students the videos “What is a CAT?” and “What are Universal Tools?”	<i>TAM</i> , section 2.1	1 hour	Complete while spaced over 2–3 weeks prior to testing.	
<input type="checkbox"/>	4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	<i>TAM</i> , Appendix D	1 hour	Complete while spaced over 2–3 weeks prior to testing.	
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> Work with the SC to identify students who will need specialized equipment for accommodations. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but systems and schools should also plan on having some available.
<input type="checkbox"/>	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. <ul style="list-style-type: none"> Make sure your students’ test administration 	<i>TAM</i> , section 7.3		Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	schedule includes allowable breaks and time for the Classroom Activity prior to the performance task.				
<input type="checkbox"/>	7. Confirm that you have received your ART login information. You should have received an automated email from the Help Desk notifying you of how to log in to ART. You will also use this username and password for the Online Testing System.	<i>ART User Guide</i> , page 14	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
<input type="checkbox"/>	8. Work with your SC to ensure that each student has an SSID number and has been loaded into ART.	<i>ART User Guide</i> , pages 59-60	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	9. Confirm each student's test settings for designated supports and accommodations in ART against their IEP or other relevant documentation as appropriate.	<i>ART User Guide</i> , pages 71-72	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	10. Ensure that the open-source secure browser has been downloaded to any computer(s) on which students will be testing.	<i>TSM</i> , sections V and VI	1–2 hours	Complete at least 1–2 weeks prior to testing. <i>and again</i> Complete the day before testing or morning of testing.	Check with your SC or School Technical Coordinator if the [Secure Browser] icon is missing.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment.</p> <ul style="list-style-type: none"> a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. b. Also have extra headsets on hand for students who may forget to bring theirs. c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets. 	None		<p>Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed.</p> <p>Three days before testing, remind students to have their headsets available the day of tests.</p> <p>One day before testing, remind students to bring their headsets.</p>	<p>Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing.</p> <p>Have extra headsets on hand in case students forget.</p>
<input type="checkbox"/>	<p>12. All assessments will have CAT items plus a performance task (PT) with a Classroom Activity.</p> <ul style="list-style-type: none"> a. Obtain the Classroom Activity from you SC and plan for the administration. b. Administer the Classroom Activity. 	TAM, section 9.2	<p>60 minutes planning the day prior to administering the PT</p> <p>30 minutes actual Classroom Activity administration time</p>	Complete the week of testing.	Administration of the CAT items plus a PT with a classroom-based activity will require advance preparations.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	13. Plan a quiet activity for each test session for students who finish early.	None	15–30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
<input type="checkbox"/>	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. <ul style="list-style-type: none"> Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment. 	None	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
<input type="checkbox"/>	15. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.	TAM, section 10.1		Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.
<input type="checkbox"/>	16. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).			Complete the day(s) of testing.	

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>17. Review all guidelines for creating a secure test environment.</p> <ul style="list-style-type: none"> Review all security procedures and guidelines in the TAM. Carefully read and sign a test security agreement if required by your state. 	TAM, section 3.0		Prior to and during day(s) of testing.	
<input type="checkbox"/>	<p>18. Make sure the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the assessments are visible. Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. Actively monitor students throughout the test sessions. Students who are not being tested may not be in the room where a test is being administered. 	TAM, section 3.0		Complete the day(s) of testing.	<ul style="list-style-type: none"> Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	19. Report any testing improprieties, irregularities, and breaches to the SC and STC in writing immediately following an impropriety, irregularity, or breach.	TAM, sections 4.0, 5.0, and Appendix F		Complete as soon as possible during or immediately following testing.	
<input type="checkbox"/>	20. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	TAM, sections 3.0 and 11.0		Complete after testing.	

Test Administrator	
Avoiding Security Breaches	
<input type="checkbox"/>	1. Store materials in a secure location when not in use.
<input type="checkbox"/>	2. Do not allow students to have access to technology which may be used to record, print, or otherwise expose test questions or stimuli to other students or outside sources at any time while test materials are present.
<input type="checkbox"/>	3. Do not give students access to secure test questions prior to testing or discuss test questions at any time.
<input type="checkbox"/>	4. Do not leave students unattended with testing materials or to take them unaccompanied to another location.
<input type="checkbox"/>	5. Store all test materials together to avoid misplacing or losing any. Immediately return them to their storage place after each session.
<input type="checkbox"/>	6. Do not copy or otherwise reproduce test materials.

School Coordinator / Test Administrator	
Standardized Testing Environment	
<input type="checkbox"/>	1. Instruct students to store all electronic communication devices, such as cell phones and headphones, before the test session begins. Inform students that they are not permitted to access any such devices until the end of the test session even if they finish before other students.
<input type="checkbox"/>	2. Do not allow students to have access to dictionaries, thesauri, or reference sources.
<input type="checkbox"/>	3. Do not allow students to use calculators when not specified.
<input type="checkbox"/>	4. Cover or remove bulletin boards, posters, or other instructional displays that could aid students during testing. This includes instructional items that are not available to all students taking the test such as graphic organizers or multiplication tables.
<input type="checkbox"/>	5. Minimize distractions during testing, including intercom announcements.
<input type="checkbox"/>	6. Place "Do Not Disturb" signs on doors where testing is occurring.
<input type="checkbox"/>	7. Make sure testing environment is comfortable and has appropriate lighting.
<input type="checkbox"/>	8. Utilize testing proctors at a recommended ratio of one proctor to not more than 30 students.

School Coordinator / Test Administrator	
Standardized Test Administration Procedures	
<input type="checkbox"/>	1. Maintain a positive attitude about testing before, during and after testing.
<input type="checkbox"/>	2. Allow students to take rest room breaks in advance of testing.
<input type="checkbox"/>	3. Check to see if all eyeglasses and/or hearing devices are working and being used, if needed.
<input type="checkbox"/>	4. Clear main/home screen of calculators both before and after calculator use sessions.
<input type="checkbox"/>	5. Make sure if a test session is started that it is finished in the same day, unless otherwise specified by OPI, the assessment manual, or a student's IEP.
<input type="checkbox"/>	6. Keep voice inflections neutral in the event a required and allowable test accommodation is to read portions of the test aloud.
<input type="checkbox"/>	7. Monitor students as they test.
<input type="checkbox"/>	8. Do not allow students to leave the room unaccompanied by an adult once the student has begun a session.
<input type="checkbox"/>	9. If a student asks a question, the test administrator may respond, "I'm sorry I can't help you; just do your best."
<input type="checkbox"/>	10. If a student is utilizing the scribe accommodation, scribe exact student responses, including incorrect responses, when scribing is a specified accommodation. Include all grammatical and punctuation errors when scribing answers to constructed response questions.
<input type="checkbox"/>	11. Transcribe exact student responses, including incorrect responses, when a student's test booklet has been damaged or an alternate format has been used (such as Braille).
<input type="checkbox"/>	12. Do not coach any students.

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
Your State Education Agency Accommodations, Test Policy, Testing Irregularities Name: <u>Judy Snow</u> Phone: <u>(406)444-3656</u> Email: <u>jsnow@mt.gov</u>	School Technical Coordinator Name: _____ Phone: _____ Email: _____
Your Smarter Balanced State Lead Contact (in the event of a security breach or irregularity) Name: <u>Judy Snow</u> Phone: <u>(406)444-3656</u> Email: <u>jsnow@mt.gov</u>	School Test Coordinator Name: _____ Phone: _____ Email: _____
	System Test Coordinator Name: _____ Phone: _____ Email: _____
	Measured Progress Service Center: Phone: (888)792-2741 Email: montanahelpdesk@measuredprogress.org

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